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OF THE

SCHOOL COMMITTEE,

OF THE

CITY OF CAMBRIDGE,

FOR THE MUNICIPAL YEAR ENDING JAN., 1859.



CAMBRIDGE:

PRINTED AT THE CHRONICLE OFFICE.

1859.



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THE legal voters of this city delegated to its School Committee for the year eighteen hundred and fifty-eight, a very important trust ; they made them the educational guardians of more than thirty-six hundred of her children, and the disbursing agents of more than thirty-six thousand and five hundred dollars of her money,—a trust second in importance to that of no other board of officers in the city. Now that the year has closed, and the responsibility of educating our youth has passed into other hands, it becomes us, as faithful laborers, to render an account of our stewardship. We are pleased to report that the year has been one of marked prosperity to our schools. An advance has been made ; an improvement has been noticed ; their expectation still stands (deservedly) high ; the confidence reposed in them by our citizens is unabated ; and we feel that they were never more worthy of their cordial support.

To perform the duties of School Committee in this city well, is a work more arduous than is generally supposed ; none but those who have acted in that capacity fully appreciate all its trials, responsibilities and vexations. In the city are forty-six schools, and seventy-seven teachers. We are not only to see that each school has its teacher, and assistant, if necessary, but we are to see that each one is exactly adapted to the place to be occupied ; adapted by the right kind of educational acquisitions,

by disposition, by habits, by love for the work, and by devotion to it. This is no easy task.

In these forty-six schools are thirty-seven hundred pupils. The Committee are to see that each pupil is in the right grade of schools, and in the right class in each grade ; to see that each one is supplied with books of the right kind ; to hear all complaints arising from pupil, teacher or parent, and at once patiently investigate and adjudicate upon it ; twice in a year to examine each school, learn its condition, see how far it is worthy of their confidence, and, if necessary, to make a change of teachers. These are some of the duties that devolve upon the School Committee. They have done all this to the best of their ability ; not fully to their wishes but, always with an eye single to the great cause of Public Education in the city.

The teachers have been faithful, earnest, and ambitious ; always to be found watchful sentinels at their posts ; ready at all times to hear suggestions from the Committee, and anxious to co-operate with them. They have ever been careful of the rights, of the health, and moral and intellectual growth of those intrusted to their care. We do not claim for them perfection, far from it ; still we ask where seventy-seven persons can be found in any employment, who are more intelligent, more faithful, or who more fully deserve the confidence of their employers ?

Every part of the machinery of our school system has moved with little, if any, friction. The different grades have advanced with their usual degree of success, and classes have generally been well qualified when promoted—a point of great importance. It is not enough that a pupil is only just able to pass into a higher school, but he should be *thoroughly qualified*. Some of our schools have suffered from this defect, but we think that there has been far less of this the past year than heretofore. It is a point worthy of notice, that those pupils who enter the High School with the highest per cent., usually retain that rank throughout their connection with it. We feel, then, that it is of the utmost importance that each grade of schools should be supplied with equally good teachers, and that each one be adapted to the place.



Early in the year, increased accommodations were furnished to the Committee by the transfer by the City Government to them of the Allston Building, a model school building, reflecting, as it does, great credit upon its projectors, and capable of accommodating over six hundred pupils. It was at once filled by the Broadway and Mason schools, their rooms being for a time empty. Since that time the Broadway building has been occupied by the establishment of a Primary and Alphabet School, and one room of the Mason by establishing an Alphabet School. We think that this part of the city has accommodations for the present. The Washington building is filled to repletion, but pupils can be sent to both the Shepard and Dunster buildings; so that Old Cambridge does not now need more school room. Not so with East Cambridge. The Putnam and Otis buildings are crowded; the Primary Schools having eighty pupils, and the Alphabets one hundred. The Thorndike building is not suitable for school purposes. It is leaky, dilapidated, and not worth repairing, while the room over the police station is in a bad place for the education of children. A building capable of holding four hundred pupils is much needed in this part of the city.\*

But the most pressing want is at the High School House. The main room in the High School building is not nearly large enough to seat the whole school, by putting settees all around the room, and by placing chairs in every corner; even then a portion of the school is obliged to retire to the recitation room during the morning devotions. This school needs a room where the pupils can be comfortably seated at one time. Leading from the main room in the rear, are two recitation rooms, ten by eighteen and a half feet. Into each of these rooms are put thirty persons of nearly adult size, and who need as much pure air as if they were of adult age. These rooms are smaller by one fourth than most of our parlors, and we all know how soon the air becomes unfit to breathe when these are occupied by

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\* Since the above was written, the Otis School building has been burned, and the whole subject of accommodations for the schools of the Ward, will need to be brought before the City Government.

only a small company of ten persons. In these recitation rooms thirty pupils are often seated by the hour, the air being changed only as one class passes out for another to enter. At any time, after a class has been in the room for half an hour, the air is unfit to breathe, is poisonous and unhealthy. Headaches, pale cheeks, sore throats and coughs abound as the natural result. During the past year it became necessary to use the library as a recitation room. This is much smaller than the proper recitation rooms, and it is necessary to sub-divide the divisions of the classes in order to carry on the work comfortably. The efficiency of the teachers is diminished, and the progress of the pupils is retarded by these evils, while the health of both is perilled. On this point we quote from the admirable report of the Principal of the school to this Board. He says: "But another point besides mere inconvenience is to be considered. The health of teachers and scholars is seriously endangered by being crowded into such confined rooms, especially in cold weather. In the course of an hour, the air becomes unfit for respiration. The only way of ventilation is by lowering a window. Thus there is the choice between poisonous air, and draughts of cold air upon the system already overheated. What wonder that coughs and colds abound! In my judgment, the evil effects attributed to over study at the High School, are much rather to be attributed to confinement in crowded and ill-ventilated rooms and uncomfortable seats." The great proportion of the seats in this building are not larger than are now used for the upper classes in our Grammar Schools. The Committee feel that the health of both teachers and scholars, as well as the efficiency of instruction, calls loudly for better accommodations. This is no fancy sketch, no phantom of the imagination; but it is a want that has long been felt by parents, by pupils, by the teachers, and by the Committee. We ask that the present building be altered to meet the want, or that a new one be built in its stead. The citizens of Cambridge have always made ample provision for her schools, not lavishly nor grudgingly, but liberally, and we have reason to hope that this want will be at once met.

Much has been said in the public prints and in private circles, the past two or three years, in regard to "over-taxing" the pupils



in our public schools. As this is a subject of the greatest importance to the health and prosperity of the rising generation, we propose to discuss the subject, and see if it is true of the public schools of Cambridge ; if so, to ascertain if we can, upon whom the responsibility rests ; if upon the Committee, let them bear the odium of it ; if upon the teachers, let them bear it ; if upon the parents, let them bear it, and remedy the evil.

By the school regulations of our city, a child is required to be five years of age before he can enter the public school. At this age, unless he can read, he enters the Alphabet School, where he is taught Reading and Spelling, and is usually two years in passing through this grade. He enters the Primary at seven, where Reading and Spelling are continued, and the Addition, Subtraction, Multiplication, and Division Tables are to be learned ; and here again two years are passed, making the child nine when he enters the Middle School. In this grade, Reading and Spelling are continued ; Geography, Writing, and Defining commenced, and Colburn's Mental Arithmetic is required as far as Section twelfth. Here two years more are spent, making the pupil eleven when he enters the Grammar School. In this school, Mental Arithmetic is dropped and Written Arithmetic taken instead, and continued in Chase's as far as Involution, just far enough to carry on the ordinary business of life ; Descriptive and Mathematical (not Physical) Geography is finished, Grammar and Composition are studied, the history of the United States as far as the close of the Revolutionary War,—and Reading, Spelling, Defining and Writing are continued. In this grade, three years and a half more are occupied, making the pupil fourteen years and six months old when he applies for admission to the High School. By referring to the High School statistics, we find that about eight hundred have applied for admission to that school during the past ten years, and that their average age is fourteen years and six months.

This, then, is the state of the case : that we do not admit children into our schools until they are five years of age, and that for the next succeeding nine years we require them to read, write, spell and define well ; to acquire a good knowledge of English Grammar ; a general knowledge of the history of the

United States to the close of the Revolutionary War; a thorough acquaintance with Mathematical and Descriptive Geography, and with Chase's Common School Arithmetic to Chap. XIII. That is, for admission to the High School, we require seventy per cent. of the "annexed questions to be correctly answered."\* We ask every parent to examine this subject candidly, and see if we are asking too much of his child. If a child has a fair capacity, general good health, and is constant in attendance at school, will it over-tax his brain if he comes fully up to the requirements of the Committee? Will it hurt him mentally, or physically?

The requirements of the Committee are for the whole and not for the exceptions; we admit that there may be individual cases of over-taxing, unless the proper remedy is applied.

The course of study in the High School is different, and requires more mental application. Within two years the recitations have been entirely dropped on Saturday, singing, declamation and composition only being required. Ill health or feeble constitution are sufficient reasons for allowing a pupil to drop one or more studies on application to the Sub-Committee of the school. Although there may be some ambitious girls in this school who over-tax their minds, still the cases are rare, as has been found by personal application to the pupils,—the teachers and Committee are constantly on the watch, and endeavor to guard against it.

In every school are scholars who do not seem capable of readily carrying on the studies of their class, and fall behind the average in their standing. They are honest, industrious, and good, in the most comprehensive sense of the term. There are others who are frequently absent from sickness, or whose health is so generally feeble as to prevent them from taking an average rank in their class. Others are allowed to stay away from the most frivolous causes; and there are others still, whose minds are wholly occupied out of school hours with rounds of amusement, (not out of door exercise, which would strengthen their physical systems,) but in-door amusements, which enfeeble their

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\* See Appendix.



minds, and distract them from the studies of the school. All these are incapable of doing the legitimate work of the class, and retaining their proper standing in it. They are a drag upon those whose attendance is regular, and whose minds are upon their work. What shall be done with such pupils? The teachers and Committee know that the only true and sensible way is to put them into a class where they will do the work with credit to themselves and their teachers. But in nineteen cases out of twenty the parents object to it, say that the teachers have a prejudice against their children, and want them to continue in the class, and be made to do their work. To gratify the wishes of their parents, these children are continued in their respective classes, and an effort made to have them retain a respectable standing; but they soon become disheartened, think the lessons too hard (which is true under the circumstances), and are taken out of school, often with the complaint from parents that the Committee are over-taxing the children in our public schools; when, in fact, half of these same parents do not know how much is required of their children in these schools. We hear no complaints from parents whose children are regular in attendance, and who consider that attending school, and doing the work belonging to it, is the proper duty of their children during term time. If parents would let the teachers and Committee, (and they alone really know the standing of scholars,) be the judges of the proper classes the children should be placed and kept in, and would not interfere when they are put into a lower one, we should soon cease to hear about over-taxing in our schools. Not a word is said when a child is promoted, except in commendation of the teacher. It is far better and more creditable for a child to be first in a lower class, than to be the lowest in a higher. If parents would visit our schools often; become familiar with the studies of their children; hear them recite; see how difficult it is for them to go on with their class, when forty or even ten pages of Arithmetic have been passed over while they were absent; converse with the teachers; see their devotion, their patience, their trials; see that school-teaching is no mere pastime; advise and counsel about their children and their studies,—we should hear less fault found with our schools, and the over-work in them.



We would not wish to add to the studies of our children, but if we mean to have any educated men and women in the community, we can take nothing off from the present amount required. We feel the importance of this subject, and we ask parents to look at it rationally.

At the annual election of teachers, in August, 1857, the Master of the Otis Grammar School failed of a re-election, five of the then seven Committee voting against it, and two for it; the two who voted for his re-election, however, agreeing with the majority as to his merits as a teacher, but they doubted the expediency of making a change at that time. During the vacation, a petition was presented to the Board, asking that Mr. Noble be elected for three months. The request was granted, and at the same time the Sub-Committee of the school were instructed to obtain a Master to take charge of it at the expiration of that period. They spared neither time nor expense to obtain the services of a suitable person, and Mr. J. W. Upton, of Lynn, was engaged, and entered upon his work at the commencement of the winter quarter. His entrance into the school-room was the signal for uproar and confusion. Many of the children were determined that no one but the late Master should keep the school. Nor was this feeling confined to the school-room, but children of a larger growth were around the building to insult the Master as he left the premises. This became so intolerable, that a police officer was called on to take the matter in hand. Mr. Upton resigned after four weeks trial, and Mr. R. H. Fletcher, from a Grammar School in Quincy, took his place. The same kind of opposition was manifested towards him as towards Mr. Upton, though in a less degree. Mr. Fletcher, however, carried on the work of instruction in this school against all the tide of opposition, and gained the good will of many children, as well as of the parents. At the annual election in August, 1858, a petition was presented, asking to have Mr. Noble re-instated in the school. As Mr. Fletcher was the regular candidate, the Committee could not properly consider the question in the manner in which it was presented, but agreed that if the petitioners had anything to present against Mr. Fletcher as a teacher, they would hear it. We accordingly adjourned four

days to give them an opportunity to find all that they could, and prepare to be heard. At the expiration of this time we had a meeting, and heard all they had to say, and it was the unanimous opinion of the Committee, not one dissenting from it, that not one valid objection was brought against Mr. Fletcher, either as a teacher or as a man. They did say that there was a prejudice against him, but that prejudice was evidently founded entirely upon their preference for Mr. Noble, as they frankly admitted that they should object to the election of any other person. They asked us to do the same thing to Mr. Fletcher, which they alleged had been done to Mr. Noble the year before, and of which they had made so much complaint. It should be stated, that many of the persons who took part in this matter had no interest in the school, and probably were never inside of the school-house.

We believe that the Committee of the last year acted in the most conscientious manner. We think that we have done so this year. It is a question of vital importance to our schools, whether the Committee shall act independently in their elections of teachers, or whether they shall be governed by the opinions or prejudices of persons who have no official responsibility in the matter.

The above is a plain statement of the trouble connected with the change of teachers in the Otis Grammar School. We feel it due to all parts of the city that the facts should be made public.

## HIGH SCHOOL.

This school during the past year has fully maintained, and, in some respects, has improved even upon the high position it has heretofore occupied in the community. Mr. Williston, its accomplished Principal, is full of zeal and enthusiasm in his profession, and strives to infuse the same spirit into his pupils. His method of teaching is very thorough and effective, and we feel full confidence in its success. Mr. Bradbury, the Sub-Master, and the female assistants, Miss Hastings, Miss Peirce, and Miss Bates, still maintain their high reputation as faithful and admirable teachers.



Since the last Annual Report was published, the vacancy occasioned by the death of Miss Binney, whose loss was deeply lamented, has been filled by the appointment of Miss Caroline Child, who is successfully exerting herself to discharge the multifarious duties of her position, and has already secured the approbation and confidence of the Committee.

The appearance of the school at the semi-annual examination in July, gave evidence that both teachers and pupils had successfully devoted their time and talents to their respective duties.

The semi-annual examination in November was a private one, and the Committee, by a division of labor, were thus enabled to examine five classes at the same time for the space of five hours. The examination was as thorough as is possible for that of any school to be during the same length of time.

In comparing the reports of the examiners in the various studies, it appears to be the unanimous opinion, not only that the several classes passed an excellent examination in every respect, but that they were in the hands of thorough and competent teachers. The examination, though continued for so many hours almost without cessation, seems to have been a source of real pleasure throughout.

A marked improvement in the *deportment* of the scholars was noticed at this examination with great satisfaction, as it had not before come quite up to the standard of excellence attained in the various departments of study. The effect of the wretched accommodations afforded to this school upon the discipline and health of the pupils has been already referred to. In conclusion, we feel that we can say with truth, that the Cambridge High School is one of which our citizens may well be proud.

The following table shows the number of applicants for admission at the examination in July, the number rejected, the schools from which they came, and the per centage of correct answers of all who were examined :—



	No. who applied.	No. rejected.	Av. per cent.
Shepard School,	5	0	82
Washington “	23	0	$83\frac{3}{4}\frac{5}{6}$
Harvard “	14	7	$70\frac{1}{2}\frac{1}{8}$
Webster “	11	2	$77\frac{8}{11}$
Allston “	9	2	$72\frac{8}{9}$
Putnam “	13	0	$88\frac{2}{3}\frac{1}{6}$
Otis “	2	0	$76\frac{1}{4}$
Other Schools	8	1	$71\frac{1}{9}$

[In an Appendix to this Report are given the questions which were proposed for the examination of applicants for admission.]

#### NORTH CAMBRIDGE.

The *Shepard Grammar School* has made a good improvement during the greater part of the year. The late Master, Mr. Moses Merrill, was earnest, faithful, and successful. Under his judicious administration, the school has steadily improved; and had he remained, we think it would in due time have taken a high rank. Miss A. E. Ladd, his assistant, has met with her usual success. At the examination in May, the reading was noticed as particularly good, while in history, geography, and arithmetic the classes did *well*, but did not fully meet the wishes of the Committee. Near the middle of the fall term, Mr. Merrill resigned, to accept of a situation in the Latin School in Boston. This Board bears cheerful testimony to his success as a teacher, and he carried with him its best wishes for his future welfare. Mr. John Merrill succeeded him. At the November examination, the order appeared to be good, and the recitations respectable. At the close of the quarter, Miss Ladd resigned, and Miss B. T. Capen, of the Shepard Middle School, took her place. The school now is in an unsettled state, but we hope for the best.

The *Shepard Middle School* has made an advance during the year, and is now in a highly prosperous condition. The examination in February was not all that could be desired, but the one in July was *good*, showing that the school had in Miss B.

T. Capen, a teacher every way qualified for the work. At the commencement of this term Miss Capen was promoted to the Grammar School, and Miss Kelsey, of the Shepard Primary, took her place.

The reports of the *Shepard Primary School* all speak of it in terms of commendation, and of Miss Kelsey as a teacher who devotes all her time and energies to her work, reaping as a reward of her labors the deserved success. At the commencement of the quarter she was promoted to the Middle School, and Miss E. C. Morrison took her place in the school.

Miss M. H. Clarence was teacher of the *Shepard Alphabet School* until the close of the last term, when she was transferred to the *Dunster Alphabet*, and Miss C. F. Barnes was transferred to this. Under the care of Miss Clarence this school has steadily gained in order and improvement, and was, at the close of her term of service, an average Alphabet School.

It will be noticed that all the schools in the Shepard building are commencing the year with new teachers,—a circumstance much to be deplored, but it could not well be avoided.

The *City Primary School* has never since its organization been so prosperous as during the past year. The examinations in February and July showed thorough drilling. It will be a satisfaction to those parents who have children in this school to know that they are under the best school instruction. Miss O. J. Hanscom is still the teacher.

#### OLD CAMBRIDGE.

For several years past the *Washington Grammar School* has been reported by the different Committees as being in a highly prosperous condition. The present Committee take pleasure in making a report equally creditable to it in every respect. It has four able and efficient teachers, whose aim is to teach and govern *well*, and they succeed to the satisfaction of all who have an interest in the school. Of the examination in May, the reporter



says, that its high reputation in former years has been fully maintained. For order and correct recitations it has few equals, and no superiors. The Committee, in summing up the results, found no place for censure. In November, the reading was good, the history excellent, the spelling and defining perfect. In fact, the reporter says, that all the recitations were uniformly excellent, and that the school never appeared so well. It has maintained its spirit without change, not relaxed because of established reputation, nor slept upon laurels already won. Daniel Mansfield is the Master, assisted by Miss Sarah A. Page, Miss Lucy A. Downing, and Miss F. L. D. Strong.

The *Washington Middle School* has continued under the guidance of Miss M. A. Ireson as principal, and Miss C. E. Metcalf as assistant, both experienced teachers. The Committee of the Ward speak of it as a good school, and the reports of the two examinations fully sustain them in their opinion, — some of the classes appearing better than usual.

The *Washington Primary School* has continued under the care of Miss M. S. Gould as principal, assisted by Miss E. Banks for a portion of the year. It is gradually recovering from the character given it in the last report. Although falling below the standard for a good Primary School, good indications are now observed that it will reach the much desired point.

Near the close of the last year the *Dunster Primary School* was established in the Dunster building on Concord Avenue, under the care of Miss E. Safford; nine months since Miss Celestia F. Barnes was appointed assistant. The school is composed of Primary and Alphabet scholars, and has made good progress since its organization. At the commencement of the winter quarter a new school was made from it, called the *Dunster Alphabet*, Miss M. H. Clarence, of the Shepard Alphabet, being appointed teacher. It has a name, a place, and a teacher, but not a history.

Miss Eliza Gould and Miss A. E. Priest are using all their



exertions for the good of the *Washington Alphabet School*, and the last examination showed that they had met with success. The greatest obstacle to the regular advancement of this school is the irregularity of attendance.

#### CAMBRIDGEPORT.

The *Webster Grammar School* is one of the largest in the city, numbering two hundred pupils. The Master, Mr. A. C. Smith, and his accomplished assistants, Miss E. R. Brackett, Miss M. E. Rice, and Miss C. B. West, labor faithfully in this school, and with results that merit the commendation of the Committee. Of the examination in May, the reporter says, we do not remember to have seen the school pass a better examination, more generally satisfactory in all respects. No particular subject of criticism was noticed, except the reading of the fourth class. Of this the examiner says it was for the most part correct as to emphasis, but wanting in force and animation, while that of the sixth was the reverse, — lively and animated.

At the November examination all the classes appeared to good advantage, the reading of the first class falling the lowest in point of excellence, while that of the sixth again appeared well. The school seemed full of life and enthusiasm. All of the Committee were of the opinion that the school was doing well. The year has been one of general prosperity.

Early in the year the schools of the Broadway and Mason buildings were removed to the new building, and named respectively the *Allston Schools*. The Allston Grammar was increased to two hundred pupils by taking a portion from the Harvard Grammar School. It is under the care of Mr. B. W. Roberts, Miss M. E. Sawyer, Miss L. A. Stockbridge, and Miss E. Noyes, four industrious, earnest and self-sacrificing teachers, always alive to all that concerns the moral and educational interests of those intrusted to their care. With such teachers, we have in the Allston Grammar School what we should reasonably expect, a school of superior excellence, good order, promptness and accuracy in recitation being some of its good points.

The recitations at both examinations were good; no one branch seemed to be neglected, nor was any criticism needed. This school has not risen as yet to perfection, but if it continues to rise in the scale as it has done for years past, it will soon approach to it.

The *Harvard Grammar School* now rejoices in such a diminution of its numbers, that the same precise discipline can prevail which distinguishes our Cambridge system,—a portion of this school having been removed to the Allston building during the year. The Master, Mr. A. B. Magoun, exerts the same genial influence in the school-room, teaching by his gentle bearing moral lessons that the pupil will never forget. As an instructor of the heart as well as the head, as a cultivator of the social and moral qualities, Mr. Magoun stands deservedly high. His assistants, Miss C. Richardson and Miss A. H. Dodge, have devoted themselves to the welfare of this school with unwearied zeal, and, as a whole, the school has had a year of fair success. The May examination was not equal to some former ones, but that in November was a decided improvement, every class giving evidence of energetic teaching, no one falling behind in any particular. The fall term has been one of *marked energy* and effort in the school; an earnest, we trust, of future and still greater prosperity.

Miss L. C. Bancroft, of the *Webster Middle School*, has worked faithfully and judiciously during the year. The pupils have been diligent and attentive to study, accurate in recitation, and have exhibited a life and energy that are commendable in the highest degree. This school is in a satisfactory condition.

*Willard Middle.* This school, like its compeer the Webster Middle, has been doing a good work during the past year. Miss Jane Dallinger is gaining new laurels annually. A person who teaches a Primary School well, does not always succeed when transferred to a Middle School; not so with Miss Dallinger. She fully maintains her former good reputation.



Of the *Allston Middle School* little need be said, the order being always good, the scholars always appearing happy, the examinations always all that could be asked of a Middle School. Miss Rolfe deserves, as she has at all times received, great credit for the work she has done in this school. She is assisted at the present time by Miss M. C. Skinner, who has already given evidence of success.

The *Sargent Middle*, under the care of Miss P. Davis, is doing well, though the examination was not all that the Committee wished. The teacher often prompted the pupils, much to the annoyance of the examiners, and greatly to the disadvantage of the school. We think, however, that she is a good teacher. She is assisted by Miss Russell. This school has been in operation only a part of the year.

During the first half of the year the *Harvard Middle School* was under the charge of Miss Susan Dimond, assisted by Miss Adams. Under their united care the school did respectably. Miss Dimond resigned at the close of the summer term, and Miss Adams took her place. Since then the discipline of the school has been poor, and the progress correspondingly slow. Three or four boys have had a bad influence in this school. It is but just to say that the order was not good when Miss Adams took the school, and that she has labored hard to make it all that the Committee wish it to be. Miss F. A. Kent is now assistant in this school.

The *Dana Middle* has been conducted by Miss Hill. Although the examinations have not been quite up to the point desired by the Committee, still it is a school that is every way worthy of confidence ; the last examination being far better than the former, in fact quite good.

The *Dana Primary* continues under the charge of Miss Susan Sparrow. The appearance of this school has never equalled the wishes of the Committee. This may in part be accounted for by the fact that it is a mixed school. During the year there



seems to have been some prejudice in the minds of parents residing in this district against the Dana Schools. This feeling can be traced only to an over-sensitiveness concerning the social rank of some of the scholars, — a feeling not in accordance with our public school system.

During the past year Miss Julia A. Rogers resigned her position as teacher of the *Webster Primary School*. Miss Rogers had won much credit by her admirable qualities as a teacher, and her resignation was a loss to the city. Miss Ariadne Blish, the assistant, took charge of the school, and Miss Louise D. Bullard was appointed assistant. The school is large, and requires tact to govern it. The manner in which the new teachers have discharged their duties reflects credit upon them. The reputation of the school has been maintained.

*Harvard Primary.* During the early part of the year Miss P. Davis was promoted from this school to the Sargent Middle, and Miss F. A. Hyde was appointed to fill the vacancy. She seems to have fully kept up the reputation of this school. She is a teacher of rare excellence, governing firmly but mildly, happy in her manner, faithful and successful in her work.

The *Allston Primary* has never seemed happier or in better condition than since it entered its pleasant quarters a year ago. Miss S. J. A. Davis keeps a good school. Miss Clara C. Bowen has just been appointed assistant.

The *Sargent Primary* has been in operation but a few months. When Miss Kelley understands that the wishes of the Committee are to be fully met on her part, she will keep a good school. She has many qualities that will fit her to be an excellent teacher.

Miss Pear found the *Amory Primary School* in an excellent condition, two years since. A change of teachers lowered its standard. Miss Pear has labored assiduously to recover the lost ground, and with success ; but it has never come quite up to its

former good state. It is now more prosperous than at any period since her connection with it.

The *Bridge Primary* has kept step to the right kind of music for more than a year, under the care of Miss E. Dallinger as leader ; the school appearing well not only at the examinations, but at the intermediate visits of the Committee. This part of the city may well feel proud of its school, forming as it does the apex of a great triangle of schools.

The name of Miss M. A. Tarbell is synonymous with that of the *Webster Alphabet School*. Miss Tarbell has labored so long, so faithfully, and so successfully for the interests of the rising generation in the Webster district, that the Committee consider her a fixture of it. She is now assisted by her sister, Mrs. M. E. Redman.

*Allston Alphabet*. Mrs. M. M. Jones is still the same good teacher she has long been. She has a peculiarly faculty of strongly attaching her pupils to her. She is assisted by Miss Cordelia Harmon.

The *Sargent Alphabet* is in charge of Mrs. A. M. Gurney, who is doing very well indeed. As an Alphabet School teacher she is an accession to our number.

When Miss Lewis was transferred from the *Boardman* to the *Mason Alphabet School*, Miss J. R. Bridges was appointed to fill the vacancy. Under her supervision the school is doing finely. She has made great effort to raise the school, and with good success.

*Mason Alphabet*. This school, formerly the Franklin, was removed early in the year to the room it now occupies in the *Mason School House*. Miss Nutting having resigned, Miss Ann Lewis was transferred from the *Boardman Alphabet* to it. The school has suffered from these changes, and from the ill-health of the teacher. It is to be hoped that, with returning health,



she will be able to place it in the position where it rightfully belongs.

#### EAST CAMBRIDGE.

The *Putnam Grammar School* has made an advance even upon its last report. During no year since the present efficient Master took charge of the school, has its progress been so uniform, and at no time have the relations between teacher and pupils been so pleasant. Under his efficient and just administration, it has risen to a very high degree of prosperity. Mr. Cogswell has high aims as a teacher, and is not satisfied unless each year is better than the preceding. The examinations in May and November both fully justify us in speaking of this school in terms of commendation. The Reading was pronounced very good, especially that of the first class, while Geography, History, Grammar, and Arithmetic were reported to be admirably taught. Some of the specimens of drawing were beautiful, and the writing was spoken of in terms of praise. Mr. Cogswell has been aided in his labors by Miss S. M. Burnham, so long an able assistant in this school, by M. A. Mansfield, a portion of the year, and by Miss H. E. Read, who took Miss Mansfield's place in May. Miss Read has already given proof that her appointment was a good one.

The *Otis Grammar School* commenced the year under unfavorable circumstances. Mr. Fletcher, the Master, had just entered upon his work with a very strong prejudice against him; he has, however, by his patience, perseverance, firmness, and good judgment, brought the school into order, incited the pupils to habits of study, and gained their good-will, — a task of no small magnitude. Of the examination in May, the Committee say, that the recitations of all the classes in every branch were satisfactory, — the Reading and Geography were pronounced excellent. In November, the Reading of the first class was superior, as noticed by all the Committee, the Spelling and Defining good, the Geography of the third class unequal, the girls answering all the questions promptly, while the boys were neither prompt nor accurate. The singing in this school, as usual, was

good. Miss Luvia M. Lunt, the assistant, is an excellent teacher ; for her discretion and lady-like deportment throughout the trial the school has passed through the past year, she should be highly commended. This school is in a satisfactory condition, and is worthy of all confidence.

*Otis Middle School.* In April, Miss S. C. Henshaw, who had for four years so admirably taught this school, resigned. The vacancy was filled by the appointment of Miss C. L. Wheeler. Neither the order nor advancement of the school has suffered by the change of teachers. The examination at the close of the summer term was excellent, equal to its former ones. This is a good Middle School.

The *Putnam Middle School* has had a year of success. Miss Bryant is earnest, devoted, and succeeds so well in drilling her pupils, that they are thoroughly qualified when promoted. She governs firmly but mildly, and by her moral worth raises the standard of school instruction. The examinations of this school during the year were very satisfactory.

The *Thorndike Middle School* has made an advance upon former years, and now ranks high. Miss Wyman governs and teaches the school exceedingly well. It has been a hard school to manage in many respects, but all difficulties have been surmounted, and good order and a spirit of improvement now prevail in the school.

Of the *Eastern Primary School* but little need be said ; it is a school of excellence. The teacher, Miss Spalding, is devoted, governs well, and teaches with success. The pupils, on their part, love their teacher, obey her, and profit by her devotedness. Happiness reigns in the Eastern Primary School-room. It has numbered eighty pupils a portion of the year.

*Putnam Primary School.* This school has fully sustained its former high rank. The principal, Miss Roby, is a teacher fully equal to her station, and governs this school, (numbering at



times one hundred and thirty,) with ease and discretion. She also has great tact in teaching as well as governing; everything connected with the school moves with the utmost harmony. Miss Stevens, the assistant, is faithful, and her classes give evidence of unabated industry.

*Otis Primary.* Miss Mitchell has governed and taught this school the past year, better in every respect than any year since her connection with it. The order has been good, and the recitations accurate;—the examinations were far better than former ones. It now stands on a level with the best Primary Schools. It has had eighty pupils a portion of the year,—too many for one teacher.

*North Alphabet.* With a large school, and very unpromising material, Miss McCurdy always has good order and prompt recitations. Both teacher and taught seem to take a lively interest in their work, and meet with success. The Committee always leave this school with the feeling that a good work is done by Miss McCurdy for the city.

The *Thorndike Alphabet School* goes on year after year in the even tenor of its way, bringing good results at the end of each term. Miss M. H. Butler never relaxes her industry or tires in her work,—a happy school.

The *Putnam Alphabet School* and Miss M. E. Hastings are great friends, both working for each other's good. The right kind of spirit prevails, and the school is prosperous.

Since the formation of the *Craigie Alphabet School*, the *Otis Alphabet* has been reduced in numbers, and is now of a reasonable size for one person to teach and govern. Under the care of Miss B. A. Dustin the school is doing well.

The *Craigie Alphabet* is a branch from all the other Alphabet Schools in the Ward. It is firmly rooted, and has lost nothing by transplanting, but bears in its new place good fruit. Miss H. A. Butler is the teacher.

## MUSIC.

There can be little said concerning the subject of Music, which has not been said in previous reports. Mr. Lincoln not only still continues to be an enthusiastic and successful teacher of music, but is also a gentleman who exerts a powerful influence upon the minds of the scholars. Appealing to their sense and feelings in connection with the delightful science he teaches, his words never fall unheeded, as every one well knows, who notices his perfect control over the scholars when engaged in his duties. Perhaps one of the greatest advantages of music in schools may be, that under its influence the finer feelings of the nature are aroused, a healthful, pleasant excitement is imparted to the mind, the grosser passions, petty jealousies, hatred, even slothfulness, are forgotten, and moral and intellectual instruction thus find a more favorable state of the mind on which to exert their influence. Leaving out of sight the pleasure which the singing of the scholars imparts to those who from inclination or duty have occasion to visit our schools, it is because of the practical utility to the scholars themselves, that the present and past School Committee have so strongly and unanimously upheld this branch of instruction.

JOHN SARGENT, *Chairman, ex officio.*

JAMES C. MERRILL,  
 SAMUEL SAWYER,  
 WILLIAM P. PAGE,  
 CHARLES A. SKINNER,  
 MOSES CLARKE,  
 EZRA RIPLEY,  
 A. S. KELLY,  
 HENRY THAYER,  
 CALEB D. BRADLEE,  
 J. R. MORSE,

} *School Committee.*



## APPENDIX.

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The following are the questions which were proposed for the examination of applicants for admission to the High School, July 10, 1858.

The questions under each head were printed upon separate sheets, with blank spaces for the insertion of the answers, and the proficiency in writing and spelling was determined from the answers given. The sheets were signed by the candidates with the respective numbers set against their names upon a list previously prepared, and the age of each was set against the number so signed.

It was required that each applicant should answer seventy per cent. of the questions correctly to entitle him to admission.

### HISTORY.

1. What causes led to the colonization of the United States ?
2. Give an account of the settlement of Virginia.
3. Give the history of the war with King Philip.
4. What part did the New England people take in the French War of 1744-48 ?
5. Relate the chief incidents of the taking of Quebec.
6. What was the act called the Boston Port Bill, and why was it passed ?
7. How was the Continental Congress composed ?
8. Mention the date and all the circumstances you remember of the first battle fought in the Revolutionary War.
9. Give an account of the siege of Boston.
10. Mention the names of the most celebrated American and British commanders in the Revolutionary War previous to the Declaration of Independence.

## GEOGRAPHY.

1. What is meant by the profile of a country?
2. When it is noon at Boston what time is it at a place situated  $125^{\circ}$  East of that place?  $125^{\circ}$  West?
3. In which zone do we find the greatest development of animal and vegetable life? In which the highest intellectual development?
4. What is the general direction of the principal mountain chains of Asia?
5. Which of the grand divisions has the longest coast line in proportion to its surface?
6. What are the prominent physical features of North America?
7. What are the principal productions of the Western States? The Southern?
8. What is the largest lake and what the largest river in the world?
9. Through what bodies of water would you pass in going from St. Louis to Constantinople?
10. Name, in their order, the large peninsulas of Asia and Europe.

## GRAMMAR.

1. Define Proper, Common and Abstract Nouns.
2. Which is correct, Johnson's and Brown's bookstore, or Johnson and Brown's bookstore? What is the principle?
3. In comparing objects, when should the comparative degree of adjectives be used? When the superlative?
4. Define Subject, Object, Predicate. Give a sentence as example.
5. By what may a noun or pronoun be modified?
6. By what may a verb or participle be modified?
7. Give the principal parts of the verbs *Awake*, *Beseech*, *Drink*, *Hang*, *Fly*.
8. Analyze the following sentence:—"The deceitfulness of riches, and the cares of the world have choked the seeds of virtue in many a promising mind."
9. Which of the following expressions are correct? I *lay*



down to rest. I *laid* down to rest. The book is *laying* on the table. Give the distinction between the verbs to *lie* and to *lay*, and the principal parts of each.

10. Which are the Liquids? The Labials? The Palatals?

#### SPELLING AND DEFINING.

*Write correctly the following sentences, and define the words printed in Italics:*

I can easily imagine, therefore, the fondness and pride with which I have noticed English gentlemen, of generous *temperaments* but high aristocratic feelings, *contemplating* thoes magnificent trees, which rise like towers and *pyramids* from the midst of there *paternel* lands. There is an *afinity* between all natures, *animate* and inanimate. The oak, in the pride and *lustihood* of its growth, seems to me to take its range with the lion and the eagle, and to *assimelate*, in the *grandeur* of its *atributes* to heroic and intelectual man.

#### ARITHMETIC.

1. Multiply five thousand and five-thousandths by three hundredths.

2. Divide four hundred by four hundredths.

3. Divide seven-thousandths by seven thousand.

4. Add  $\frac{1}{9}$ ,  $\frac{1}{11}$  and  $\frac{7}{8}$  together.

5. Reduce  $\frac{3}{4}$  of  $\frac{7\frac{4}{11}}{3\frac{2}{3}} \div \frac{3}{11}$  to its simplest form.

6. Reduce  $\frac{1}{17}$  to a decimal fraction.

7. The number of hours from 4 o'clock, P. M., Feb. 24th, 1858, to July 7th, 1858, 6 1-2 o'clock, A. M.

8. Bought sugar at 8 cents, and sold it for 9 cents per pound; —what did I gain per cent.?

9. Due, without interest, the 1st of January, 1859, five hundred and forty dollars; what ought to be paid if settled July 10, 1858?

10. \$985.43

CAMBRIDGE, Sept. 4, 1853.

For value received, I promise to pay James Kendall, or order,

on demand, with interest, nine hundred and eighty-five dollars  
and forty-three cents.

PETER GOODRICH.

Endorsed on above, July 2d, 1856,	\$100,00
“ “ Sept. 3d, 1857,	750,00

What is due July 10, 1858?



TABULAR VIEW OF THE SCHOOLS OF CAMBRIDGE AT THE END OF THE YEAR 1858.

NAME OF SCHOOL.		LOCATION.	TEACHERS.	SALARY.
High School,		Amory street,	Mr. Lyman R. Williston,	\$1,650
			" Wm. F. Bradbury,	1,200
			Miss F. L. E. Hastings,	550
			" Mary F. Peirce,	500
			" Rutharia Bates,	400
			Caroline Child,	300
Allston Grammar,		Boardman street,	Mr. B. W. Roberts,	1,200
			Miss Mary E. Sawyer,	375
			" L. A. Stockbridge,	375
			" Esther M. Noyes,	325
Harvard	"	Harvard street,	Mr. A. B. Magoun,	1,200
			Miss Cath. Richardson,	375
			" H. A. Dodge,	375
Otis	"	Otis street,	Mr. R. H. Fletcher,	1,100
			Miss L. M. Lunt,	375
Putnam	"	Fourth and Otis streets,	Mr. Francis Cogswell,	1,200
			Miss S. M. Burnham,	375
			" Harriet E. Reed,	325
Shepard	"	North Avenue,	Mr. C. M. Dinsmore,	1,100
			Miss B. T. Capen,	375
Washington	"	Brattle street,	Mr. Daniel Mansfield,	1,200
			Miss Sarah H. Page,	375
			" L. A. Downing,	325
			" F. L. D. Strong,	325
Webster	"	Webster street,	Mr. A. C. Smith,	1,200
			Miss E. K. Brackett,	375
			" M. E. Rice,	375
			" C. B. West,	375
Allston	Middle,	Boardman street,	" L. S. Rolfe,	375
			" M. A. Skinner,	225
Dana	"	Centre street,	" A. H. Hill,	375
Harvard	"	Harvard street,	" Jane J. Adams,	325
			" F. A. Kent,	225
Otis	"	Otis street,	" C. L. Wheeler,	325
Putnam	"	Fourth and Otis streets,	" H. C. Bryant,	375
Sargent	"	Broadway,	" P. T. Davis,	375
			" E. E. Russell,	225
Shepard	"	North Avenue,	" I. E. Kelsey,	325
Thorndike	"	Thorndike street,	" R. C. Wyman,	375
Washington	"	Brattle street,	" A. M. Ireson,	375
			" C. E. Metcalf,	250
Webster	"	Webster street,	" C. L. Bancroft,	375
Willard	"	" "	" Jane Dallinger,	375
Allston	Primary	Boardman street,	" S. J. A. Davis,	325
Amory	"	Amory street,	" Mary E. Pear,	325
Bridge	"	Pioneer street,	" E. E. Dallinger,	325
City	"	Almshouse,	" O. J. Hanscom,	125
Dana	"	Centre street,	" Susan Sparrow,	325
Dunster	"	Concord Avenue,	" Eleanor Safford,	325
Eastern	"	South Fourth street,	" E. R. Spalding,	325
Harvard	"	Harvard street,	" F. A. Hyde,	325
Otis	"	Otis street,	" M. L. Mitchell,	325
Putnam	"	Fourth and Otis streets,	" M. G. Robie,	325
			" M. B. Stevens,	225
Sargent	"	Broadway,	" S. F. Kelly,	325
			" Clara C. Bowen,	200







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